

The Cleveland Museum of Art Distance Learning Program



## EGYPTOMANIA: Animals

### Program Four

*Grades 2-6*

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*Objects:*

Scarab amulet will be sent by mail.

**Teacher Note:**

Please have students bring pencils and a copy of the Animal Hunter Game Sheet to the distance learning classroom.

## **How to Prepare Your Class for the Distance Learning Presentation**

Teacher Information will be sent or made available to you prior to the program.

Please familiarize yourself with the materials and discuss them with your class.

Have the Teacher Information Packet (T.I.P.) materials on hand in the classroom, ready for the program. These materials may be used during the videoconference.

Be prepared to facilitate by calling on students yourself during the lesson. Students are sometimes initially shy about responding to questions during a distance learning lesson.

Explain to students that this is an interactive medium and encourage them to ask questions.

Reinforce topics discussed in the program by asking students to complete some of the suggested pre- and post-conference activities in the Teacher Information Packet.

We ask teachers, after the program, to please fill out the Evaluation Form and return it to:

Dale Hilton/Distance Learning  
The Cleveland Museum of Art  
11150 East Boulevard  
Cleveland, OH 44106

**Thank You!**

The Cleveland Museum of Art Distance Learning Program



## EGYPTOMANIA: Animals

### Program Four Teaching Information Guide

*Grades 2-6*

Before the rise of civilization, prehistoric people painted images of horses and bison on cave walls, beginning a tradition of animal-inspired art that continues to the present day. The artists of ancient Egypt drew inspiration from their natural world as well, rendering animal images in clay, wood, papyrus and stone. Ancient Egyptians also saw the traits and abilities of the animals as metaphors for spiritual ideas. Animals were invested with god-like powers and Egyptian gods were often depicted with animal attributes.

#### **Program Objectives:**

*Through the introduction and interpretation of artifacts from the CMA's Egyptian collection, students will...*

1. Explore how ancient Egyptians observed animal behavior and ascribed animal traits and characteristics to their gods.
2. Learn how animals were used in Egyptian stories and myths to explain human behavior and the workings of the universe.
3. Be able to identify an animal's physical characteristics that link it to its natural environment.
4. Classify animals found in ancient and modern Egypt by their scientific family.

#### **National Education Standards:**

*For Fine Arts - Visual Arts (grades K-4, 5-8):*

- Understanding and Applying Media, Techniques, and Processes
- Understanding the Visual Arts in Relation to History and Cultures
- Making Connections Between Visual Arts and Other Disciplines

*For Language Arts - English (grades K-12):*

- Reading for Perspective
- Reading for Understanding
- Evaluation Strategies
- Communication Skills

- Communication Strategies
- Applying Knowledge
- Developing Research Skills
- Multicultural Understanding

*For Social Sciences – U.S. History (grades K-4):*

- The History of Peoples of Many Cultures Around the World

*For Social Sciences – World History (grades 5-12):*

- Era 2: Early Civilizations and the Emergence of Pastoral Peoples, 4000-1000 BCE

*For Science (grades K-4, 5-8):*

- Science as Inquiry
- Life Science
- Science in Personal and Social Perspectives
- History and Nature of Science

### **Prior to the Lesson:**

Please have students bring pencils and a copy of the Animal Chart to the distance learning classroom. They will each fill in this chart and then compare their answers in groups at the end of the lesson. For a second group activity, each team will need one piece of paper to write a short story. If possible, please divide the students into groups ahead of time.

### **Partial list of Museum Objects in lesson:**

• <i>Shrew, bronze sculpture</i>	1964.358
• <i>Uraeus from sculpture of Amenhotep III</i>	1952.513
• <i>Scarab beetle, from coffin of Nesykhonsu</i>	1914.714
• <i>Statue of Minemheb, a scribe</i>	1996.28
• <i>Hedgehog amulet</i>	1975.24
• <i>Decorated Situla with image of a dog</i>	1932.32

## **Selected Vocabulary:**

**Amulet** – small figurine or shape believed to have magical, protective powers for the wearer.

**Anubis** – jackal headed god that ancient Egyptians believed invented mummification.

**Book of the Dead** – a collection of magical spells and chants to help a dead person find his or her way to the afterlife.

**Canopic Jars** – containers used to preserve internal organs that were removed during mummification.

**Dung** – animal waste.

**Eye of Ra** – symbol associated with the cobra goddess Wadjyt, protector of Egyptian rulers and the sun god Atum-Ra.

**Hathor** – goddess of love, joy and music sometimes shown as a cow or beautiful woman with cow ears.

**Heqat** – goddess of childbirth and fertility, represented by a frog.

**Horus** – Egyptian god represented by a falcon, or falcon head with human body.

**Khepri** – god of the morning sun, changes, and transformations. Sometimes represented by a scarab beetle.

**Mut** – goddess associated with the sky, represented by a vulture. Also the wife of the god Amun.

**Scarab Beetle** – also known as a dung beetle because it forms animal waste into a ball, then rolls it across the ground using its head and legs. A popular image for amulets and jewelry.

**Thoth** – god of wisdom, knowledge, and patron of scribes; often portrayed as a baboon or ibis.

**Uraeus** – snake goddess that guarded Egyptian rulers. It can be found on many royal crowns and headdress.

**Wedjat Eye** – ancient Egyptian symbol that represented the magically restored eye of the falcon-headed god, Horus.

## **Post-lesson Teaching Extensions:**

### *1. Animals & Gods Match-up (social studies, vocabulary reinforcement)*

While Egyptians admired the creatures of the natural world for their beauty and grace, they also saw the traits and abilities of the animals as metaphors for spiritual ideas.

Animals were invested with god-like powers and Egyptian gods were often depicted with animal attributes.

Make photocopies of the Animals & Gods Match-up sheet for students to complete as reinforcement to understanding this important relationship.

**Discussion:** What animals serve as symbols in our modern world?

**Answer key:** 1D, 2H, 3E, 4F, 5C, 6G, 7B, 8I, 9A, 10B.

**Materials needed:** photocopies of match-up sheet, answer key, pencils.

### *2. Egyptian Gods and Sacred Animals, A to Z (language arts)*

The ancient Egyptians believed that hundreds of different gods and goddesses ruled over their world. Have students research and create an alphabetic list of some of the different

gods and goddesses worshipped, for example: A = Anubis..., B = Bes..., C = Cat.. (Some letters may not have a god or goddess correlation. Students can substitute the animal whose name begins with that letter). Once their list is complete, students can compile a class book, with each student providing an illustrated page of information about their god or sacred animal. Illustrations can be done in the ancient Egyptian style, with heads in profile, the bodies in front view, and arms and feet in profile. An alternate assignment would be for each student to create his or her own individual book.

**Materials needed:** *research resources, paper, pencils, and color drawing material.*

### 3. *Make a Scarab Amulet (visual arts)*

Amulets were small figurines worn by ancient Egyptians for protection and luck. Many were made in the form of the gods and sacred animals. One of the most popular amulets was the scarab beetle, the symbol for Khepri, god of the morning sun. Scarab amulets were placed in mummy wrappings as a symbol for rebirth and new life.

Entomologists describe real scarabs as being made up of three parts: the head, the prothorax, and the wing case. Using the enclosed scarab amulet and drawing for reference, students can make their own scarab out of self-hardening clay. Paint when dry to imitate a faience glaze.

**Discussion:** Amulets are still popular today for luck and protection. Some are associated with religious beliefs; others are purely good luck charms. Ask students about any amulets or charms they use or believe in.

**Materials needed:** *scarab amulet, scarab illustration, self-hardening clay (available at craft stores) blue acrylic paint.*

## **Suggested Reading:**

Buchanan, Penelope D. *In the Spell of an Ibis*. The Cleveland Museum of Art. 2004.  
available online at <http://store.cmastore.org/books.html>

Defrates, Joanna. *What Do We Know about the Ancient Egyptians?* Peter Bedrick Books, 1992.

Grant, Neil. *The Egyptians*. Oxford University Press, 1993.

Harris, Geraldine. *Ancient Egypt*. Facts on File, 1990.

Harris, Geraldine. *Gods and Pharaohs from Egyptian Mythology*. Peter Bedrick Books, 1993.

Morley, Jacqueline. *How Would You Survive as an Ancient Egyptian?* Franklin Watts Inc. 1995.

Steedman, Scott. Steele, Philip (Editor). *The Egyptian News*. Candlewick Press. 2000.

Tiano, Oliver. *Ramses II and Egypt*. Henry Holt and Co., 1995.

Unstead, R.J. *An Egyptian Town* (revised edition). Warwick Press. 1986.

## **Websites of Interest:**

- The British Museum website includes information and interactive games on Egyptian life, gods and goddesses, mummification and writing. Play Senet, an Egyptian board game. <http://www.ancientegypt.co.uk>
- Odyssey Online: Egypt - covers mythology, people, archaeology, death & burial. <http://carlos.emory.edu/ODYSSEY/EGYPT/homepg.html>

- NOVA Online Adventure – Mysteries of the Nile. Includes an illustrated timeline that traces Egyptian history.  
<http://www.pbs.org/wgbh/nova/egypt/>
- The Metropolitan Museum of Art. Explore & Learn section for teachers on using art to teach about ancient Egypt. <http://www.metmuseum.org>
- Guardians Ancient Egypt Kid Connection includes links to fun, interactive websites. [www.guardians.net/egypt](http://www.guardians.net/egypt)
- Web resource for listings of Egyptian gods and goddesses  
[http://dmoz.org/Arts/Literature/Myths\\_and\\_Folktales/Myths/Egyptian/Gods\\_and\\_Goddesses/](http://dmoz.org/Arts/Literature/Myths_and_Folktales/Myths/Egyptian/Gods_and_Goddesses/)
- Ancient Egypt for Kids: This website contains sections covering many topics of Egyptian geography, history, government, daily life, and religious beliefs. Also included are links to games and activities, craft ideas, and video clips.  
<http://egypt.mrdonn.org/>

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**Selected Images:**



**Statue of Minemheb, a scribe, c. 1391–1353 BC**  
Egypt, New Kingdom, Dynasty 18 (1540-1296 BC),  
1996.28



**Hedgehog Amulet, c. 1391–1353 BC**  
Egypt, New Kingdom, Dynasty 18 (1540-1296 BC),  
1975.24



**Decorated Situla with image of a dog**, 305–30 BC  
Egypt, Ptolemaic Dynasty, 1932.32



**Shrew, bronze sculpture**, 305–30 BC  
Egypt, Greco-Roman Period, possibly Ptolemaic Dynasty,  
1964.358

## The Cleveland Museum of Art Distance Learning Evaluation Form

Your Name \_\_\_\_\_

Your School \_\_\_\_\_

School Address (with zip code) \_\_\_\_\_

E-mail Address \_\_\_\_\_

Grade/Class of students (e.g. 10<sup>th</sup> grade French) \_\_\_\_\_

Program Title \_\_\_\_\_

Program Date \_\_\_\_\_

**Thank you so much for your participation in our distance learning program. We would appreciate your response to these questions by circling the appropriate answer and returning the survey. Please Mail or Fax to Dale Hilton at 216-421-9277**

**5= Strongly Agree      4= Agree      3= Neither Agree nor Disagree  
2= Disagree      1= Strongly Disagree**

1. The teacher information packet was helpful for preparing my class and me for the distance learning lesson.

5                          4                          3                          2                          1

2. The teaching style of the on-camera instructor was interesting, engaging and fostered interaction.

5                          4                          3                          2                          1

3. The Teacher Information Packet was helpful in providing interdisciplinary extension activities that I did use or plan to use.

5                          4                          3                          2                          1

4. The distance learning lesson successfully taught its objectives.

5                          4                          3                          2                          1

5. The distance learning lesson was not interrupted by technical difficulties.

5                          4                          3                          2                          1

6. The pre-requisites the distance learning lesson and extensions are aligned with The National Education standards.

5                          4                          3                          2                          1

7. I plan to register for another distance learning lesson.  
(circle one)

Yes                          No

*If no, why?* \_\_\_\_\_

8. I would like more information about The Cleveland Museum of Art's Teacher Resource Center.

*(circle one)*

Yes

No

9. Why did you choose The Cleveland Museum of Art Distance Learning?

*(circle one)*

- a.) Price Point
- b.) Quality of lessons
- c.) Selection of lessons
- d.) Ease of working with CMA
- e.) Other

10. How did you hear about The Cleveland Museum of Art Distance Learning program?

*(circle all that apply)*

- a.) CMA inservice
- b.) CILC
- c.) TWICE
- d.) Conference
- e.) Brochure
- f.) The Cleveland Museum of Art website
- g.) The Teacher Resource Center
- h.) Other

11. Do you have any additional comments about the distance learning lesson?

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*Please return the completed teacher evaluation form to:*

**Dale Hilton/Distance Learning  
The Cleveland Museum of Art  
11150 East Boulevard  
Cleveland, OH 44106**

Or fax to Dale Hilton at 216-421-9277

## Animal Hunter Game Sheet:

## Animals & Gods Match-up:

**EGYPTOMANIA : Animals & Gods Match-up**



The ancient Egyptians worshipped many different gods and goddesses, each with his or her own special powers. Some were represented by animals or as humans with animal heads. Can you match each animal with the Egyptian god it symbolized? (*hint: one god is represented by two different animals!*)

_____ 1. Frog	A. Hathor - goddess of heaven, as well as dance, music and love
_____ 2. Falcon	B. Thoth - god of the moon, wisdom and writing
_____ 3. Jackal	C. Bastet - a gentle goddess of protection and daughter of the sun god
_____ 4. Cobra	D. Heqat - goddess of childbirth and fertility
_____ 5. Cat	E. Anubis - god of the dead and embalming
_____ 6. Dung Beetle	F. Wadjet - goddess of Lower Egypt and fire spitting protector of the king
_____ 7. Baboon	G. Khepri - god of the morning sun
_____ 8. Vulture	H. Horus - a sky god and son of Osiris
_____ 9. Cow	I. Nekhbet - national goddess of Upper Egypt and one of the "Two Ladies"
_____ 10. Ibis	



**Scarab Drawing:**

